4.1. INTRODUCTION

When traditional learning is supplemented with e-learning, it developed interest and it improved the learner’s performance. The positive attitude towards learning English is motivated by the use of e-learning. The self paced learning is encouraged to get scholarly achievement in the subject. Attitude is essential for effective learning of the language. Attitude is an effective and cognitive concept. The study showed positive attitude towards learning the language has improved achievement. Individualized learning improved their learning and motivated further learning. E-learning language programme enhanced their learning styles and developed self study. Technology based education gives right directions to desire, emotions and interest which are vital for learning. Ideal learning environment should be provided and the learners should acquire knowledge through critical thinking. The learners should interact and it is essential to help them to be free from ego centric. Development of one’s ability to learn makes education meaningful and this kind of learning process develops confidence and self esteem in learners. Technology enhanced learning gives as easy access to web resources for the present day learners. Learners can easily access these resources to enrich their knowledge.
4.2. DATA ANALYSIS

Data analysis consists of two parts

1. Descriptive analysis
2. Differential analysis

4.3. DESCRIPTIVE ANALYSIS

The use of e-learning on the attitude and interest of the students in learning the language for effective communication

TABLE 2 Comparison of urban and semi-urban students in their interest towards using e-learning for developing communication skills

<table>
<thead>
<tr>
<th>Metacognition</th>
<th>Urban (N=200)</th>
<th>Semi-urban (N=200)</th>
<th>Calculated ‘t’ value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Listening</td>
<td>17.335</td>
<td>2.57943</td>
<td>15.735</td>
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<td>Speaking</td>
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<td>Writing</td>
<td>17.315</td>
<td>2.39677</td>
<td>16.60</td>
<td>2.55</td>
</tr>
</tbody>
</table>

*0.05 level of significance, the table value is 1.96%

**0.01 level of significance, the table value is 2.58%

S - Significant
NS - Not Significant
Fig. 6. Difference between urban and semi-urban students in their interest towards using e-learning for developing communication skills.
**TABLE 3** Comparison of urban and semi-urban students in their attitude towards using e-learning for developing communication skills

<table>
<thead>
<tr>
<th>Metacognition</th>
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<td>16.135</td>
<td>2.73389</td>
</tr>
<tr>
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*0.05 level of significance, the table value is 1.96%

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Fig. 7. Difference between urban and semi-urban students in their attitude towards using e-learning for developing communication skills
2. Differential analysis

The significance of difference in communication skills between the means of urban and semi-urban engineering students were analysed using ‘t’ test.

Level of significance

The significant level is the maximum value of probability of rejecting the null hypothesis when it is true and is usually determined in advance before testing the hypothesis.

In the present study, 0.05 and 0.01 level of significance were determined for making decisions.

4.4. HYPOTHESES TESTED

Data were analyzed in relation to the different hypothesis framed in the study. In order to test hypothesis in each case ‘t’ test has been applied for finding out the difference between variables.
TABLE 4 Difference between urban and semi-urban students in their attitude towards using e-learning for developing communication skills

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Hypothesis – I

The hypothesis states that there is no significant difference between urban and semi-urban students in their attitude towards using e-learning for improving listening skill.
From the table 4 it is found out that there exists significant difference in the attitude of urban and semi-urban students at 0.01 level of significance. This means that the attitude of the students from urban areas is different from semi-urban students in using e-learning for improving listening skill as this may be due to home environment, locality and socio-economic background. Further it can be said that the attitude of urban students is better than semi-urban students. The mean value of urban students is 17.21 whereas the mean value of semi-urban students is 16.135 respectively. The null hypothesis is not accepted.

**Hypothesis – II**

The hypothesis states that there is no significant difference between urban and semi-urban students in their attitude towards using e-learning for improving speaking skill.

From the table 4 it is found out that there exists not much significant difference in the attitude of urban and semi-urban students in using e-learning for improving speaking skill at 0.01 level of significance. This means that the attitude of the students in urban areas remain more or less the same like the semi-urban students in using e-learning for improving speaking skill. Speaking in English is not given due importance by the urban students. The mean value of urban students is 14.945
whereas the mean value of semi-urban students is 15.18 respectively. The null hypothesis is accepted.

**Hypothesis – III**

The hypothesis states that there is no significant difference between urban and semi-urban students in their attitude in using e-learning for improving reading skill.

From the table 4 it is found out that there is not much significant difference in the attitude of urban and semi-urban students at 0.01 level of significance. This means that the attitude of the students in urban areas is more or less the same as the semi-urban students in using e-learning for improving reading skill. Many of the students are not aware of the importance of reading which is essential for improving the language skill. The mean value of urban students is 17.205 whereas the mean value of semi-urban students is 17.025 respectively. The null hypothesis is accepted.

**Hypothesis – IV**

The hypothesis states that there is no significant difference between urban and semi-urban students in their attitude in using e-learning for improving writing skill.
From the table 4 it is found out that there exists significant difference in the attitude of urban and semi-urban students in using e-learning for improving writing skill at 0.01 level of significance. This means that the attitude of the students in urban areas is different from semi-urban students in using e-learning for improving writing skill. Further it can be said that the attitude of urban students is better as they know the importance of good writing skill. The mean value of urban students is 17.315 whereas the mean value of semi-urban students is 16.27 respectively. The null hypothesis is not accepted.

**TABLE 5** Difference between urban and semi-urban students in their interest towards using e-learning for developing communication skills

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S - Significant
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Hypothesis – V

The hypothesis states that there is no significant difference between urban and semi-urban students in their interest towards using e-learning for improving listening skill.

From the table 5, it is found out that there exists significant difference in the interest of urban and semi-urban students in using e-learning for improving listening skill at 0.01 level of significance. This means that the interest of the students in urban areas is different from semi-urban students in using e-learning for improving listening skill. Further it can be said that the attitude of urban students is better than semi-urban students. The mean value of urban students is 17.335 whereas the mean value of semi-urban students is 15.735 respectively. The null hypothesis is not accepted.

Hypothesis – VI

The hypothesis states that there is no significant difference between urban and semi-urban students in their interest towards using e-learning for improving speaking skill.

From the table 5, it is found out that there exists not much difference in the interest of using e-learning for improving speaking skill.
among the urban and semi-urban students at 0.01 level of significance. This means that the interest of the students in urban areas is less than the semi-urban students who are interested in using e-learning for improving speaking skill. As such, the speaking skill is not given much importance in the society. The mean value of urban students is 15.405 whereas the mean value of semi-urban students is 15.84 respectively. The null hypothesis is accepted.

Hypothesis – VII

The hypothesis states that there is significant difference between urban and semi-urban students in their interest towards using e-learning for improving reading skill.

From the table 5, it is found out that there exists a significant difference in the interest of urban and semi-urban students in using e-learning for improving reading skill at 0.01 level of significance. This means that the interest of the students in urban areas is different from the semi-urban students in using e-learning for improving reading skill. Further it can be said that the interest of urban students is better than semi-urban students as they liked to read journals and periodicals to get the latest information. The mean value of urban students is 16.08 whereas the
mean value of semi-urban students is 15.395 respectively. The null hypothesis is not accepted.

**Hypothesis – VIII**

The hypothesis states that there is significant difference between urban and semi-urban students in their interest towards using e-learning for improving writing skill.

From the table 5 it is found out that there exists significant difference in the interest of urban and semi-urban students in using e-learning for improving writing skill at 0.01 level of significance. This means that the interest of the students in urban areas is better than the semi-urban students in using e-learning for improving writing skill. Further it can be said that the urban students give importance for good writing. The mean value of urban students is 17.315 whereas the mean value of semi-urban students is 16.60 respectively. The null hypothesis is not accepted.

**4.5. FINDINGS**

The process of interpretation gives the final result. It includes careful, logical and critical examination of the results obtained. Statistical techniques are used to get the meaningful result. In the present study the
scoring on the variables like the attitude and interest are analyzed in terms of testing each of the hypothesis. There is a significant difference in the attitude of the students from urban areas in using e-learning for enhancing listening and writing skills when compared with semi-urban students. The urban students are aware of the importance of listening and writing good English for their future career. With increasing number of innovative and interactive programme, compact disc technology and elaborate computer networks, the students in the urban area have easy access to audio, visual and textual information and most of the students are familiar with Lingua ROM. So the urban students know the importance of language proficiency for their bright future. The semi-urban students attitude should be enhanced by using e-learning for improving listening, reading and writing skills to compete with others.

As for the interest is concerned there is also significant difference in using e-learning for enhancing listening, reading and wiring skills between students from urban and semi urban areas. The urban students are better when compared with semi-urban students as they have self interest in improving listening, reading and writing skills. They use various web sources for improving their language skills and they are quite familiar with online exercises that motivate them and make their learning
interesting. Regarding the semi-urban students there is a need to motivate them to develop interest towards improving listening, reading and writing skills to enhance their language proficiency.

The study shows that there is no significant difference in using e-learning for improving speaking skill among the students in both urban and semi-urban areas. There is a need to motivate the students to improve speaking skill for effective communication.